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ITALIAN LANGUAGE AND CULTURE 10–20–30

A. PROGRAM RATIONALE AND PHILOSOPHY★

RATIONALE

As we approach the 21st century, it is becoming increasingly clear that global interdependence will be a fact of life and that being able to function proficiently in more than one language will provide students with a competitive advantage. The learning of Italian as a second language enables students to develop the knowledge, skills and attitudes they need to communicate efficiently and effectively in Italian in a variety of situations and contexts. By being able to understand and use a second language, such as Italian, students become more aware of the importance of being bilingual, or even multilingual. They also develop an appreciation of other cultures and a greater awareness of their own.

In this program, students learn how to understand the messages of others and how to communicate their own messages in different situations and contexts, by carrying out meaningful and authentic communicative tasks. In order for students to be able to carry out these communicative tasks, they will learn how to select and use the appropriate linguistic elements required to communicate their own messages and to understand those of other speakers of Italian.

Through the various language situations experienced in this program, students will become more aware of the presence of Italian-speaking people inside and outside of Canada. They will also demonstrate their understanding of Italian culture, by using appropriate sociolinguistic conventions and cultural information in order to communicate with this cultural group.

Students also will learn and apply various language learning strategies that facilitate the development of their communicative, linguistic and cultural knowledge and that help them to acquire the Italian language in a more efficient and effective manner.

The learning of Italian extends the range of student relationships, resulting in a strong sense of personal achievement and satisfaction, as well as the enhancement of career opportunities.

PHILOSOPHY

The Italian Language and Culture 10–20–30 program is based on two concepts:

- defined levels of language proficiency that can be evaluated using the descriptors provided

★The Calgary Catholic School Board is recognized for their contribution of expertise, services and technical support in the development of this interim program of studies.

The **sociocultural reality component** represents the contemporary ideas and behaviours, and cultural facts and symbols, shared by Italians, such as their history, geography and current political and economic situations. Students learn about Italian culture through the use of authentic print and nonprint materials as a means of better understanding and respecting the similarities and differences between their own and another culture. Further, to develop their sociolinguistic abilities, students learn to use the appropriate social conventions for different contexts and situations in order to become more effective listeners, readers, speakers and writers of Italian.

The **language learning strategies component** involves the development of cognitive, socioaffective and metacognitive strategies in listening and reading comprehension, and in oral and written production. These strategies are developed in such a way that students acquire simple techniques and then progressively move toward more complex and sophisticated ways of learning and acquiring a second language.


Cognitive strategies deal with thinking skills and provide students with a variety of techniques for more easily acquiring a second language; e.g., using cognates, repeating, following a model.

Socioaffective strategies involve student personalities and attitudes toward learning. In a second language situation, these strategies are needed in order for students to become successful learners. Tolerating the unknown, taking risks and self-correcting are among the most important socioaffective strategies in that they help develop student self-confidence and self-motivation.

Metacognitive strategies describe how students reflect upon their learning as a means of improving their knowledge and use of the language. Organizing one's learning, monitoring, and self-evaluating how well a communicative task was carried out are three of the principal metacognitive strategies developed in the Italian Language and Culture 10–20–30 program. These strategies help students become more consciously aware of how they are learning the language and

how well they are acquiring it. In essence, all three strategies provide learners with techniques that can be used not only in the second language, but in their first language as well.

This Italian Language and Culture 10–20–30 program develops communicative, linguistic and strategic abilities, and provides cultural information, enabling learners to function successfully in an Italian-speaking environment.



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B. LEARNER EXPECTATIONS

The learner expectations for the Italian Language and Culture 10–20–30 program are presented in two forms—General Learner Expectations and Specific Learner Expectations. Each set of learner expectations represents the minimum knowledge, skill and attitude outcomes that students are expected to attain. Overall, these learner expectations emphasize the learning of Italian for real communicative purposes, and the developing of the ability to listen to and read authentic texts, and to speak and write in an authentic manner.

Thus, the general and specific learner expectations are organized into levels that serve two purposes:

- they provide the course content required for student progress through the levels
- they provide assessment criteria that can be used to measure language proficiency along a continuum of communicative language growth.

General Learner Expectations

The general learner expectations define the knowledge, skills and attitudes for each level, describing what learners will be able to demonstrate in terms of their overall communicative, linguistic and strategic abilities, as well as their cultural knowledge.

Specific Learner Expectations

The specific learner expectations define the knowledge, skills and attitudes in more detailed terms; that is, each level defines what students will be able to demonstrate as learning outcomes by the end of the level in each of the communication/language, the sociocultural reality and the language learning strategies components.

GENERAL LEARNER EXPECTATIONS

Communication/Language

Italian 10 Level 1	Italian 20 Level 2	Italian 30 Level 3
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> understand, in structured contexts dealing with familiar topics, the meaning of simple, concrete ideas expressed in oral and written communications, based on the Level 1 themes listed below: express, in structured contexts, orally and in writing, a communicative intent, such as naming; listing; giving simple instructions, directions or advice; expressing simple needs; asking for information; describing simple concepts, by producing simple messages composed of a recombination of two or three statements, using vocabulary and grammatical structures related to the communicative task and in keeping with the following Level 1 themes: <ul style="list-style-type: none"> School People around Me Holidays and Celebrations Community and Social Life Trips and Excursions Other Themes That Meet Learner Needs/Interests. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> understand, in structured or unstructured contexts dealing with familiar topics, the main ideas and some specific details expressed in oral and written communications, based on the Level 2 themes listed below: express, in structured contexts, orally and in writing, a communicative intent, such as naming; listing; giving instructions, directions, information or advice; expressing feelings, preferences or needs; asking for information or advice; extending best wishes, gratitude or sympathy in a simple fashion; making comparisons; narrating events or describing actions or familiar topics, by producing messages composed of a series of interrelated ideas, mostly prepared in advance, but sometimes spontaneously, using vocabulary and grammatical structures related to the communicative task and in keeping with the following Level 2 themes: <ul style="list-style-type: none"> Hobbies and Entertainment Shopping Health, Exercise and Safety Daily Routines—Past and Present Vacations Other Themes That Meet Learner Needs/Interests. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> understand, in structured or unstructured contexts dealing with a variety of familiar or unfamiliar topics, the main ideas and most specific details expressed in oral and written communications, based on the Level 3 themes listed below: express, in structured or unstructured contexts, orally and in writing, a communicative intent, such as naming; listing; giving instructions, directions, information or advice, expressing feelings, preferences or needs; asking for information or advice; extending best wishes, gratitude or sympathy; making comparisons; narrating events or describing actions or familiar topics, making simple hypotheses, by producing messages composed of a combination of simple and complex sentences, as a series of interrelated ideas, with some preparation, but sometimes spontaneously, using vocabulary and grammatical structures related to the communicative task and in keeping with the following Level 3 themes: <ul style="list-style-type: none"> Communications and Technology World of Work Arts and Literature Current Events The Environment Other Themes That Meet Learner Needs/Interests.

Sociocultural Reality

Italian 10 Level 1	Italian 20 Level 2	Italian 30 Level 3
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify, with assistance, concrete facts regarding the Italian culture, starting from their own environment and moving to the provincial, national and international levels • use basic sociolinguistic conventions as a means of becoming aware of the cultural characteristics of the Italian language. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • examine and analyze, with assistance, the similarities and differences between the Italian culture and their own culture • use proper sociolinguistic conventions for situations as a means of communicating in an appropriate manner. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • research and interpret, with assistance or independently, the contributions and influences of the Italian culture on our contemporary society and on the world • use proper sociolinguistic conventions for situations as a means of communicating in an appropriate manner.

Language Learning Strategies

Italian 10 Level 1	Italian 20 Level 2	Italian 30 Level 3
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use cognitive strategies to interact directly with the language, as a means of better understanding or producing the language • use metacognitive strategies to think about, control and direct language learning • use socioaffective strategies to interact with others or to monitor reactions, in order to be able to complete a communicative task. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use cognitive strategies to interact directly with the language, as a means of better understanding or producing the language • use metacognitive strategies to think about, control and direct language learning • use socioaffective strategies to interact with others or to monitor reactions, in order to be able to complete a communicative task. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use cognitive strategies to interact directly with the language, as a means of better understanding or producing the language • use metacognitive strategies to think about, control and direct language learning • use socioaffective strategies to interact with others or to monitor reactions, in order to be able to complete a communicative task.

SPECIFIC LEARNER EXPECTATIONS

ITALIAN 10

Level 1 Themes

- School
- People around Me
- Holidays and Celebrations
- Community and Social Life
- Trips and Excursions
- Other Themes That Meet Learner Needs/Interests

Communication/Language

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use linguistic, cultural and strategic knowledge, in structured contexts dealing with familiar topics, to understand the meaning of simple, concrete ideas expressed in oral and written communications, by: <ul style="list-style-type: none"> – pulling out isolated words, phrases and simple sentences taught in a guided context to identify the who, what, where, when and why – using knowledge of dialectical variants to facilitate comprehension of a text – using personal life experiences to anticipate the type of information that may be presented in a text and to facilitate the general comprehension of that text – using word families, cognates, suffixes and prefixes to facilitate comprehension of a text – using visual and contextual clues to facilitate comprehension. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • express simple oral and written messages in the present tense, composed of a communicative intent, such as naming; listing; giving simple instructions, directions or advice; expressing simple needs; asking for information; describing simple concepts consisting of two or three statements, mainly structured, modelled and produced in a prepared manner, relating to familiar topics and, in the case of a face-to-face conversation, is dependent on someone else to maintain and sustain the interaction, while: <ul style="list-style-type: none"> – using vocabulary appropriate to the context and the communicative task – demonstrating precision at the word level – demonstrating accurate pronunciation, spelling and punctuation – using the following linguistic elements: <ul style="list-style-type: none"> • gender • pluralization of regular and irregular nouns • definite articles: <i>il, i, la, le, lo, gli, l'</i> • indefinite articles: <i>un, uno, una, un'</i> • qualifying adjectives: <i>bella-belle, bello-belli, brava-brave, bravo-bravi</i> • possessive adjectives; e.g., <i>il mio, il tuo, il suo, il nostro, il vostro</i> • partitive; e.g., <i>del, della, dei, delle</i> • question words: <i>come, cosa, chi, quale, quanto, che, perchè, quando, dove</i> • present tense of the verbs <i>avere, essere, fare, andare, volere, potere, dovere</i> and <i>dire</i>, using the appropriate personal pronoun • present tense of common verbs ending in <i>-are, -ere</i> and <i>-ire</i>, using the appropriate personal pronoun • imperative • pronominal form, using the appropriate personal pronoun • immediate future, using the appropriate personal pronoun

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Listening/Reading Comprehension	Oral/Written Production
	<ul style="list-style-type: none">• expressions with <i>avere</i> and <i>fare</i>; e.g., <i>Ho freddo, Tu hai caldo, Lu ha paura, Fa caldo, Fa freddo</i>• affirmative and negative sentences• commonly used expressions and sentences• prepositions of place; e.g., <i>sopra, sotto, dentro, a lato, a fianco, fuori</i>• simple word connectors; e.g., <i>e, ma, allora, durante</i>.

Sociocultural Reality

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• identify, with assistance, in oral and written texts, concrete facts regarding the Italian culture, starting from their own environment and moving to the provincial, national and international levels.	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• identify, orally and in written form, concrete facts regarding the Italian culture, starting from their own environment and moving to the provincial, national and international levels• use, orally and in written form, basic sociolinguistic conventions as a means of demonstrating awareness of the cultural characteristics of the Italian language, such as:<ul style="list-style-type: none">– when to use <i>Lei</i> versus <i>tu</i>– forms of addressing people: <i>signore, signora, signorina</i>– appropriate greetings and when to use them; e.g., <i>Ciao, Buon giorno, Buona sera, Caro Giuseppe/Cara Mamma</i>– appropriate salutations; e.g., <i>Come sta? Come stai?</i>– appropriate leave-taking expressions for ending a conversation; e.g., <i>Arrivederci, ArrivederLa</i>, or ending a written message; e.g., <i>Tanti saluti</i>.

Language Learning Strategies

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • apply the following cognitive strategies as a means of better understanding the language: <ul style="list-style-type: none"> – use guessing – associate a gesture or a symbol with a message in order to derive meaning – use cognates and word families – use visual clues, such as pictures, gestures and illustrations – use contextual clues, such as who, what, where, when and why – anticipate information from clues about the context/situation – categorize information – analyze information – use deductive or inductive reasoning of the grammatical complexity of the language • apply the following socioaffective strategies: <ul style="list-style-type: none"> – use questioning to clarify or verify that a message has been understood • apply the following metacognitive strategies: <ul style="list-style-type: none"> – focus in on what is known and ignore what is not known. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • apply the following cognitive strategies as a means of improving oral and written productions: <ul style="list-style-type: none"> – use repetition – use practicing techniques – use mime or gestures as a means of sustaining oral productions and diagrams or illustrations to support written productions – use models as a means of guiding the development of oral and written productions – use knowledge of oral and written text types as a means of creating oral and written productions – use life experiences to assist in formulating oral and written messages – classify grammatical structures and vocabulary into meaningful units as a means of creating reference materials that can be used in oral and written productions • apply the following socioaffective strategies: <ul style="list-style-type: none"> – cooperate with peers as a means of using the language naturally – seek assistance with missing words or expressions in order to keep a conversation going or to complete a written production – take the risk to produce an original oral and written text • apply the following metacognitive strategies: <ul style="list-style-type: none"> – use checklists as a means of improving oral and written productions.

ITALIAN 20

Level 2 Themes

- Hobbies and Entertainment
- Shopping
- Health, Exercise and Safety
- Daily Routines—Past and Present
- Vacations
- Other Themes That Meet Learner Needs/Interests

Communication/Language

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use linguistic, cultural and strategic knowledge, in structured or unstructured contexts dealing with familiar topics, to understand the main ideas and some specific details, expressed in oral and written communications, by: <ul style="list-style-type: none"> – pulling out isolated words, phrases and simple sentences taught in a guided context to identify the who, what, where, when and why – using knowledge of dialectical variants to facilitate comprehension of a text – using personal life experiences to anticipate the type of information that may be presented in a text and to facilitate the general comprehension of that text – using knowledge of text types to anticipate the kind of information that may be present – using word families, cognates, suffixes and prefixes to facilitate comprehension of a text – using visual and contextual clues to facilitate comprehension – separating concrete information into broad categories and subcategories to facilitate comprehension. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • express oral and written messages in the present or future tense and sometimes in the past tense, composed of a communicative intent, such as naming; listing; giving instructions, directions, information or advice; expressing feelings, preferences or needs; asking for information or advice; extending best wishes, gratitude or sympathy in a simple fashion; making comparisons; narrating events or describing actions or familiar topics consisting of a series of simple sentences or a combination of connected simple sentences, still modelled and produced in a prepared manner, with some spontaneity, relating to familiar, concrete topics and, in the case of a face-to-face conversation, is still dependent on someone else to maintain and sustain the interaction, while: <ul style="list-style-type: none"> – using vocabulary appropriate to the context and the communicative task – demonstrating precision at the word and sentence level – demonstrating accurate pronunciation, spelling and punctuation – using the following linguistic elements: <ul style="list-style-type: none"> • all those presented in Level 1 • comparative and superlative • adverbs and adverbial expressions • emphatic pronouns • demonstrative pronouns • possessive pronouns • interrogative pronouns • direct object pronouns with present tense verbs • indirect object pronouns with present tense verbs • imperfect tense—<i>imperfetto</i>; e.g., <i>mangiavo</i>, using the appropriate personal pronoun • immediate past—<i>passato prossimo</i>; e.g., <i>ho mangiato</i>, using the appropriate personal pronoun • cohesive markers at the sentence level.

Sociocultural Reality

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • examine and analyze, with assistance, in oral and written texts, the similarities and differences between their own culture and the Italian culture. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • describe, orally and in written form, the similarities and differences between their own culture and the Italian culture as a means of demonstrating cultural knowledge • use, orally and in written form, appropriate sociolinguistic conventions as a means of demonstrating awareness of the cultural characteristics of the Italian language, such as: <ul style="list-style-type: none"> – when to use <i>Lei</i> versus <i>tu</i> – forms of addressing people – appropriate abbreviations – opening and closing question and exclamation marks and notation of decimals – appropriate greetings for formal and informal situations – appropriate salutations for formal and informal situations – appropriate leave-taking expressions for ending a formal or informal conversation or written message • incorporate idiomatic expressions, such as <i>Oh! Dio mio! Tanto meglio! Peggio per te!</i> in an appropriate manner, as a means of becoming more aware of the importance of these expressions in Italian culture.

Language Learning Strategies

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • continue to use the language learning strategies developed in Level 1 to facilitate comprehension of the language • apply the following cognitive strategies: <ul style="list-style-type: none"> – analyze expressions in order to derive meaning – use a dictionary or other reference materials to facilitate comprehension – use skimming or scanning techniques in order to pull out the necessary information required to complete a communicative task • apply the following socioaffective strategies: <ul style="list-style-type: none"> – tolerate unknown expressions or dialectical variations in order to comprehend the main ideas • apply the following metacognitive strategies: <ul style="list-style-type: none"> – plan, with assistance, how to listen to or read a text in order to facilitate comprehension. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • continue to use the oral and written language learning strategies developed in Level 1 in order to improve oral and written productions • apply the following cognitive strategies: <ul style="list-style-type: none"> – use a unilingual or bilingual dictionary or other reference materials to verify the accuracy of the language being used • apply the following socioaffective strategies: <ul style="list-style-type: none"> – ask for assistance with missing words or expressions in order to keep a conversation going or complete written production – accept linguistic or sociolinguistic error corrections made by others as a means of improving oral and written use of the language • apply the following metacognitive strategies: <ul style="list-style-type: none"> – plan, with assistance, how to carry out oral and written communicative tasks – self-evaluate the quality of oral and written productions in order to determine how they might be improved – use editing/revising techniques in order to improve the quality of oral and written productions.

ITALIAN 30

Level 3 Themes

- Communications and Technology
- World of Work
- Arts and Literature
- Current Events
- The Environment
- Other Themes That Meet Learner Needs/Interests

Communication/Language

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use linguistic, cultural and strategic knowledge, in structured or unstructured contexts dealing with familiar and unfamiliar topics, to understand the main ideas and most specific details, expressed in oral and written communications, by: <ul style="list-style-type: none"> – pulling out isolated words, phrases and sentences to identify and analyze the who, what, where, when and why as it relates to the communicative task – synthesizing and evaluating information – using knowledge of dialectical variants to facilitate comprehension of a text – using personal life experiences to anticipate the type of information that may be presented in a text and to facilitate the general comprehension of that text – using knowledge of text types to anticipate the kind of information that may be present – using word families, cognates, suffixes and prefixes to facilitate comprehension of a text – using visual and contextual clues to facilitate comprehension of a text – separating concrete or abstract information into broad categories and subcategories to facilitate comprehension of a text. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • express oral and written messages in the past, present or future tense, composed of a communicative intent, such as naming; listing; giving instructions, directions, information or advice; expressing feelings, preferences or needs; asking for information or advice; extending best wishes, gratitude or sympathy; making comparisons; narrating events or describing actions or familiar topics, making simple hypotheses consisting of a combination of simple and complex sentences, produced mostly in a prepared manner, with increasing spontaneity, relating to concrete or abstract topics and, in the case of a face-to-face conversation, is somewhat dependent on someone else to maintain and sustain the interaction, but is able to initiate and close the conversation independently, while: <ul style="list-style-type: none"> – using vocabulary appropriate to the context and the communicative task – demonstrating precision at the word, sentence and paragraph level – demonstrating accurate pronunciation, spelling and punctuation – using the following linguistic elements: <ul style="list-style-type: none"> • all those presented in Level 1 and Level 2 • distinction between the immediate past—<i>passato prossimo</i>—and the imperfect tense—<i>imperfetto</i> • simple future, using the appropriate personal pronoun • present conditional tense, using the appropriate personal pronoun • subjunctive in all tenses, using the appropriate personal pronoun • pluperfect, using the appropriate personal pronoun • present participle • cohesion markers needed to link ideas in a coherent and logical manner.

Sociocultural Reality

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> research and interpret, with assistance or independently, in oral and written texts, the contributions and influences of various Italians, such as Leonardo da Vinci, Dante, Macchiavelli, Galileo, Pavarotti and Zeffirelli, on our contemporary society and on the world. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> demonstrate cultural knowledge by describing, orally and in written form, the contributions and influences of various Italians use, orally and in written form, the appropriate sociolinguistic conventions for the situation and the audience as a means of demonstrating awareness of the cultural characteristics of the Italian language incorporate idiomatic expressions in an appropriate manner, as a means of interacting effectively with native Italian speakers.

Language Learning Strategies

Listening/Reading Comprehension	Oral/Written Production
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> continue to use the language learning strategies developed in Level 1 and Level 2 to facilitate their comprehension of the language apply the following cognitive strategies: <ul style="list-style-type: none"> use underlining or highlighting as a means of identifying main ideas and supporting details in a written text apply the following socioaffective strategies: <ul style="list-style-type: none"> self-monitor the effectiveness of listening/reading comprehension apply the following metacognitive strategies: <ul style="list-style-type: none"> plan, independently, how to listen to or read a text in order to facilitate comprehension. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> continue to use the oral and written language learning strategies developed in Level 1 and Level 2 in order to improve oral and written productions apply the following cognitive strategies: <ul style="list-style-type: none"> use circumlocution techniques as a means of sustaining a conversation use a unilingual dictionary or other reference materials to determine the best way of expressing, orally and in written form, the communicative intent apply the following socioaffective strategies: <ul style="list-style-type: none"> self-correct linguistic or sociolinguistic errors as a means of improving oral and written use of the language self-monitor the quality of oral and written productions in order to determine how they might be improved apply the following metacognitive strategies: <ul style="list-style-type: none"> plan, independently, the organization, content and format of oral and written productions select the learning strategies appropriate to oral and written communicative tasks in order to complete them successfully.

GLOSSARY OF TERMS

- circumlocution:** a technique used by a speaker or a writer that involves finding ways to sustain a communication when he or she wants to express an idea but is lacking the exact word or term.
- cognate:** a word that is similar in the first and the second language and has the same meaning.
- coherence:** logical links that occur between ideas in extended discourse.
- cohesion:** words or expressions linking linguistic elements at the word, sentence or discourse level.
- communicative intent:** the reason or need for communicating a message; is often referred to as a language function involving listening/reading comprehension and oral/written production; e.g., expressing one's point of view in a conversation.
- communicative task:** an authentic activity carried out in everyday life; e.g., listening to a radio program to find out the contest rules, telephoning in to a radio program to express one's point of view, reading a job advertisement to apply for the job or writing a letter to comment upon quality of service received.
- complex sentence:** a sentence containing two or more ideas connected by a cohesion marker, or word connector.
- comprehension:** the derivation of meaning—global ideas and/or specific details—contained in an oral or written message.
- context/situation:** the setting of the stage for a communicative interaction in which details concerning the who, what, where, when or why are revealed so that the communicative task can be carried out.
- contextualized grammar:** the linguistic elements taught in context for real communicative purposes.
- experiential theme:** an area of daily life in which there are different contexts or situations.
- idiomatic expression:** an expression that is used in a particular language that has special meaning in and of its own, but does not follow regular grammatical usage.
- modelled production:** a prepared oral or written production that follows the pattern of an authentic text.
- negotiation:** a communicative interaction between two people involving the derivation and expression of meaning.
- production:** a combination or series of connected ideas presented by a second language learner to express a communicative intent.
- sociolinguistic conventions:** symbols, words or expressions used in one situation but not in another.
- structured context/situation:** a context/situation in which vocabulary, grammatical structures, speed of delivery and the like, are tailored for the second language learner.
- text:** a combination or a series of connected ideas presented by a native Italian speaker/writer either orally or in written form to express a communicative intent; e.g., a radio interview is an oral text; a poem is a written text.
- text types:** the variety of oral or written texts that exist in real life; e.g., in written form there are invitations, classified advertisements, recipes, poems, letters and the like.
- unstructured context/situation:** a context/situation in which vocabulary, grammatical structures, speed of delivery and the like are not tailored for the second language learner; rather, the oral or written text is geared toward the target cultures as would be found on authentic radio or television and in authentic print materials.

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